

# THE SCHOOL GOVERNMENT CHRONICLE

AND  
EDUCATION REVIEW

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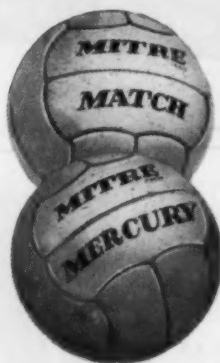
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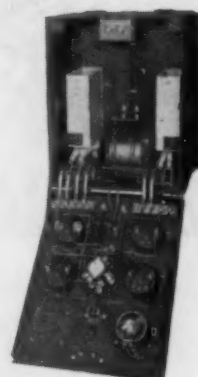
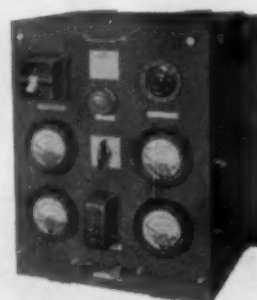
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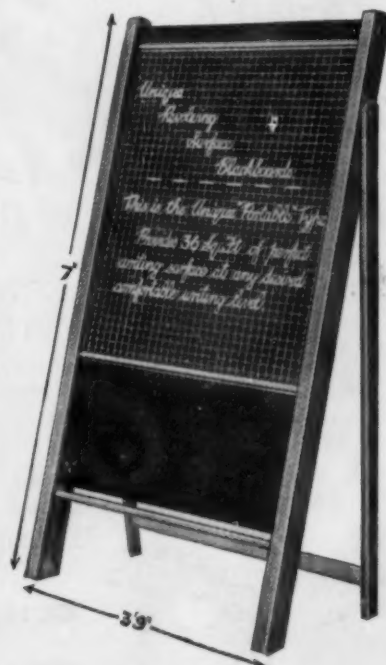
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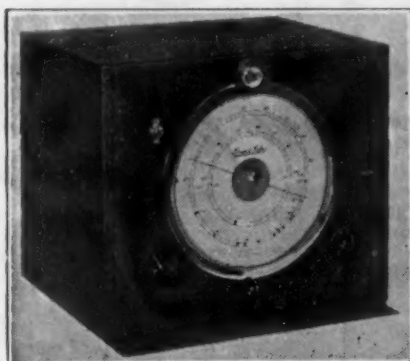
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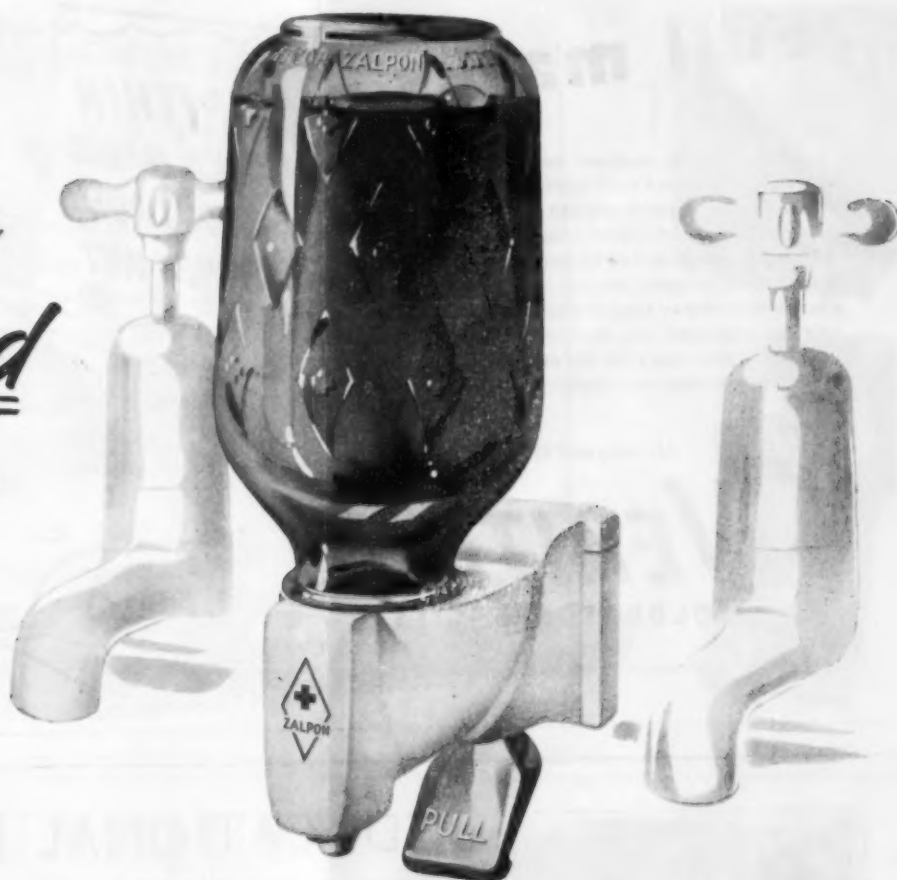
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# The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

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SEPTEMBER, 1955

## Art and the Insecure Child

By JOHN GOODE, *Glamorgan Residential Special School, Monmouth.*

It has long become an accepted aphorism in child development that sensory and muscular activity provide the greatest impetus to the growth of the creative spirit; and this release of creative energy in painting and play fantasy tends to reveal, in turn, the innermost thoughts of things, persons, and the child's whole relationship to the little world in which he lives. In this respect he begins to adapt himself to the process of learning and the acquiring of a balanced outlook towards the problems of society.

At this juncture, the teaching of the "insecure child" assumes a role of predominating importance; predominant only because the acquiring of skills in learning and social stability have, to a large degree, become the criterion of success in the child we choose to call "normal"; the process of education in the normal day-school can look with a great measure of assurance to producing a reasonably educated and well adjusted citizen. This, in the main, is attributable to the educational capabilities of ninety-five per cent. of the children attending the normal day-schools in this country. The measure of success with the anxious child is always in doubt, due largely to the complex nature of the events which have led to his emotional instability.

There is one specific aspect of art teaching in the Special School that demands a great deal of thought and, in return, retaliates by reassuring the teacher that, in painting freely, the child offers a psychological insight into his problems of insecurity and anxiety. Allow me to deal broadly with what is the most interesting connection between backwardness and painting; I refer to the child who has suffered greatly from psychological upsets in his early years and labours, from that point onwards, under the anxieties of being unwanted and emotionally neglected by his parents. In his paintings there follows a recurring theme of frustration and, almost always, one of hostility. The immediate situation is nearly always the important one and all his powers of imagination are concentrated on the happenings of the day of painting, or possibly the previous day. Where the child still retains the desire to make friends and form simple relationships with others he invariably paints in terms of people—they dominate his paintings and are wholly controlled by his whims and passions resulting from his social experiences of the previous days, or even hours. In conversation, not necessarily drawn directly to the picture, he will talk of people most near to him in a very impersonal manner, shyly referring to them as the man who calls for the rent, or the robbers, or the bandits or even the man he saw in the mirror. In the realms of reality they are co-existent with known people; people with whom he has had contact and with whom he has gained some measure of

success or failure. When he has gained the confidence of the teacher, he will express himself through immature scenes and situations well known to him yet disguised in a play fantasy; where the loneliness and insecurity is deeper, facial expressions become much more pronounced and deeper in character. The shifting insecurity of these children is seen over a series of paintings where expressions change and numbers fluctuate. There are many childish replies to questions about people and their actions, replies sparkling with hidden truths which reveal degrees of anxiety and an unsettled mind, in which it is difficult to attempt the simplest and easiest play-way methods of teaching the fundamentals so necessary for a stable and simple social awareness.

The paintings are nearly always the outcome of some daily happening; when reprimanded for being cruel to one of his classmates he will go to his painting and paint out all the faces and leave his large mural paper a mass of turbulent colours. He has replied by eradicating everyone from his life and the problem starts all over again. There is also the time when he sees all people as far off characters who are subjected to his process of elimination. In a new environment, he begins with five or six people who have made some slight impression upon him, or have at least a daily contact with him from early morning until bed-time. As the weeks go by, and these personalities upset him in some small way he proceeds, via his painting, to "rub them out," until eventually, only one or two people remain—himself, and perhaps his nearest friend who has not yet disturbed his troubled mind. These remaining figures are large and dominant, showing either an established relationship or a friendship in the making. The solidarity of the friendship personifies itself in their actions or their situation, whether they are holding hands or making a tent together. The colours are of medium depth or they may be exhilarating and exciting, showing less anxiety as a new friendship is born.

In direct conversation on the subject matter of their paintings these children will talk in a verbal play—fantasy, translating their state of anxiety into a childish symbolism, such as policeman and robbers—it is the reality of insecurity. The recurring theme in their pictures is significant, and the childish discussions between teacher and child is of inestimable importance. A long, patient period of timed discussions over many months changes the outlook toward the ever-present rent man and the robber. Briefly, the robber might become a boxer, still retaining some aggressiveness; then he might become a tough worker, and eventually a form of childish idealism is reached in somebody worthy

of their respect, e.g., a footballer. Emotional disturbances vary by degrees, and up to this point we have dealt briefly with children who still retain the desire and mental capabilities to respond to kindness over a long period, eventually making lasting friendships with mutual affection. There are, however, children whose emotional ill-treatment has been so deep that they show in their paintings and play fantasy a behaviour which is closely akin to the psychopathic. In the Educationally Sub-normal school are to be found a small percentage of children who, prior to their entry, were convicted of stealing and spent a certain time in Home Office schools; the extent of the deep emotional insecurity is best judged alongside children of their own intelligence who have not appeared before the Juvenile Court but have spent many years in the Children's homes.

The subject matter of their painting is very much like the earlier descriptions of the neglected and emotionally disturbed child. Yet it differs. At times there is the complete reversion to "knavery." Facial images appear, and there is a great use of caricature but intermittently there appears a grotesque ugliness—an almost pre-oedipal appearance of a monster man who dominates the picture. It follows, in most cases, that the man is of no set character, and presumably the forces of life dominates them as much as the man dominates the picture. This, with low intelligence, produces an ugly facet of life—the misused term delinquency. He again recurs in picture form and becomes the little part of society with whom the child has already become familiar during his stays at Institutions; in which time he is perpetually overwhelmed by vague terms called "law" and "justice." The knavery is driven deeper as the child involves himself in situations which he is unable to comprehend. Virtually he is a moral defective through no fault of his own. The establishment of good social

understanding and the awareness of some simple code of ethics can be developed through painting in an environment in which sensory and muscular are carefully directed in stimulating the primary powers of the imagination. This means that the superficialities of life must first be removed to show the inhibitive factors which have obscured the imagination from playing with a true, rather than a false, idea of reality. Success in this field of the work is, broadly speaking, the interplay between the child and teacher, good relationships with one valued adult, and his readjustment to reality. The first sign of a move toward stability is personified in such things as desire to beautify the grotesque head that once crept into many of his pictures. It is a slow arduous process which can only be clearly seen in years of collected paintings.

Careful handling of the mood, and the opportuned childish discussions amongst simple imaginative themes stabilizes the child toward a healthy mental approach to the many difficulties in the moral structure of society; the insecure child begins to find a footing which leads to all-round happiness and adapts himself to the simple, yet difficult, tasks of reading, money calculations and writing.

### New Type of Training Centre for Blind Boys and Girls

Sir David Eccles, the Minister of Education, has asked the Royal National Institute for the Blind to set up, experimentally, a new type of pre-vocational training centre for blind boys and girls over school-leaving age. It is expected that the centre will open early next year, at Hethersett, Reigate, Surrey.

A recommendation for the establishment of such a centre was made in 1951 by a Working Party appointed by the Minister of Labour and National Service to investigate facilities for the employment of blind persons.

Hethersett will have residential accommodation for twenty-five boys and girls, aged sixteen to eighteen. The length of stay will depend on the needs of each student. All will be expected to stay for a probationary period of three months; most will stay for a longer period, but two years will be the normal limit.

The principal object of the centre will be to help the students make a sound choice of an occupation suited to their abilities and aptitudes and to develop keenness for their chosen employment. At Hethersett they will continue with their general education, have opportunities to explore different ways in which men and women, both sighted and blind, earn a living, and receive some practical training. They will also have the assistance of experts in vocational guidance. It is hoped that they will mature in outlook and make a better informed choice of occupation.

There will be no bias on the part of the centre either for or against sheltered as opposed to ordinary employment, and students will be able to take courses of training for either type of occupation after leaving. The cost of the training will be met by local education authorities.

The Minister of Education proposes, after a suitable trial period, to review the question of continuation and possible further development of the training centre. He hopes that meanwhile local education authorities and schools for the blind will give it their support and make full use of the facilities it will offer.

Sir Harold West has accepted the chairmanship of the Sheffield Academic Board for Advanced Technology. The main function of the board is to secure co-operation between industry, local education authorities, universities, and other interests in aiding the development of advanced technology and art in the Sheffield area.



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## Education in the U.K. Dependencies

The eyes of the world are very much to-day on the progress of British colonies towards self-government—the declared aim of British colonial policy. Few things condition this progress more decisively than the level of education among the colonial peoples, many of them a generation ago overwhelmingly illiterate, and rather preferring to remain so.

The Stationery Office has just published a booklet entitled "Education in the United Kingdom Dependencies" (3s.) which tells in sober, factual terms, how former apathy has been changed to insistent demand and how education has been increasingly spread, in the face of a host of special difficulties and problems.

In the United Kingdom, as we know, until the latter part of the last century, education was thought of as something best left by the State to voluntary and private enterprise. In most British Colonies the missionaries were the only form of private enterprise then forthcoming. It is they who first broke into the wilderness and sowed the seeds; to-day much of government participation is in the form of material assistance to their activities, and they and the churches they founded are still the most important of voluntary agencies. Seventy-five per cent. of primary education in the dependencies is still supplied by non-government agencies, under the grants-in-aid system.

The change from apathy to appetite has not of itself solved all the special difficulties of education in the Colonies. They range from ethics to finance. As the booklet states, "the impact of western civilization and teaching on peoples at an early level of development is apt to disturb their ethical concepts and spiritual life. This is also true of people whose ancient religion and civilization took some time to adapt themselves to the impact of western nationalism. The majority of the dependencies, which became dependent because they were backward, have not sufficient national revenue to provide a full modern educational system on the lines now accepted as normal in Europe." In between, are problems of where to allocate resources: the competing claims of teacher-training, primary, secondary and higher education, vocational training, mass education of adults, education of women and girls. There are the problems of language and of scattered communities and of the wastage where school attendance cannot be enforced. All the problems of responsibility and control, structure and organization, common to education everywhere, have their local complications in different colonial settings.

Conferences, commissions, and devoted workers in the field have wrestled, and are wrestling with the difficulties. Success and achievement can hardly be measured in figures. Literacy statistics, as an interesting appendix to the booklet shows, are a yardstick that has really itself no measure. Statistics are given, by territories, of expenditure and enrolment, but inevitably they are often not comparable. Even to record that to-day there are in the dependencies three universities and four university colleges, is far from providing a significant measure of progress and results. Perhaps the broad proof of the education pudding is best found in the eating. Nineteenth century policy is justified by the emergence of India since the war as a major power not only in Asia but in world politics. Pakistan, Burma and Ceylon have each in its own way testified to the value of the educational system which produced their present leaders. The Gold Coast is following the same path. The standard of comparison is not with the United Kingdom or Europe or even with the coloured communities of the southern United States, but with the many under-developed countries, whether sovereign or dependent, elsewhere. With none of these need the United Kingdom dependencies fear to challenge comparison, and the very strength and vociferation of local criticism is a tribute to the free growth

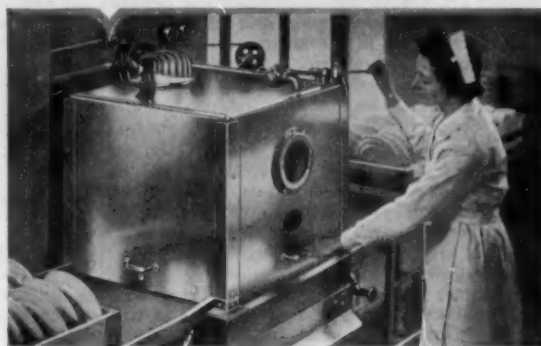
of independent thought and speech under the system which has fostered it.

The booklet was produced primarily for the British overseas information services but is also being made available in the United Kingdom.

## Changes in Physical Education

The significant changes in teaching methods which have taken place in education generally during the last few years are as pronounced in the field of Physical Education as in other subjects, particularly as practised in the primary school, says the Durham School Medical Officer in his annual report. In many aspects—the role of the teacher, the content and presentation of the lesson, the teacher-pupil relationship—the changes have been profound and, in certain instances, different from those employed for so many years. The "drill" technique of command and response has been superseded by methods which offer opportunities for free practice and experimentation and which encourage and develop the understanding and appreciation of movement. The choice of activity, once the prerogative of the teacher, is shared with the child who is expected to make his contribution to the lesson by devising new activities or combinations of activities and by finding new ways of using apparatus. In this way, through experience and understanding, the child is prepared for the exacting and challenging work of the secondary school.

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# Art and History of the British Film Institute

## Fourteen Countries Represented at Summer School

Fourteen countries were represented at the British Film Institute's annual Film School, held this year for the first time in the West country. Newton Park Teachers' Training College, a few miles outside Bath, belonging to the city's education committee, comprises a twelfth century castle, extensive Tudor buildings, a fine Georgian mansion and a twentieth century hostel, beautifully set in a fine estate laid out by Repton and Capability Brown in the eighteenth century; it not only offered a convenient home for the course but magnificent opportunities for film making, which was this year a major feature in the programme of the School.

Each day began with morning lectures, one of which was generally given by a visiting film technician or critic. The afternoon was devoted to film making and during the evening a long programme (on several occasions running until 2.0 a.m. the following morning) illustrating the history of the cinema was given.

The opening lecture was given jointly by the three resident lecturers on the course, Stanley Reed, the course organizer, John Huntley and Tony Hodgkinson, all of the British Film Institute staff, and was on "The Film Industry." They stressed that an understanding of the cinema as an industry was an essential prerequisite of a study of its aesthetic. It was none the less an art because it was a popular art, and to draw a dividing line between the film as popular entertainment and the film as art betrayed a misunderstanding of its nature and place in society. The contemporary commercial cinema, although necessarily limited in what it could attempt by its mass audience, was nevertheless vital and exhilarating, producing a surprisingly higher proportion of good films every year.

The first guest lecture was given by Mr. Guy Hamilton, director of *The Colditz Story*, who said that the most difficult thing a director had to do was to tell his story clearly so that every shot counted; if the audience failed to understand it was his fault and not theirs. He said that directors always hoped for a good original script but had generally to be content to work from novels or plays. The simpler the idea in a script the better but the simplest ideas made the heaviest demands on the director for in a simple story there was no room for error.

On the following day Mr. Robin Estridge, script writer for *Simba* and *The Young Lovers*, spoke from the writer's point of view. He deplored the attitude of some literary people who worked for films because the money was good but took no real interest in what they were doing. There was a sort of intellectual underground in the film industry in revolt against the front office; in his view the only fair thing to do was to try to work with the front office. He said that the most difficult task for the writer was that of keeping fresh while endlessly rewriting scenes—sometimes four or five times before producer, director and actors were satisfied.

Dr. Roger Manvell lectured on "New Dimensions." He said that he did not regard the new dimensions as amounting to a revolution. The only real revolution since the invention of cinema had been the coming of sound. Of stereoscopy Dr. Manvell said that it had been launched too soon and too imperfectly but it would certainly return. Of the "big screen" processes he thought that the period of initial sensationalism had given way to one of genuine

experiment and instanced Elia Kazan's *East of Eden* as a current example of the truly dramatic use of big screen techniques.

Television found its place in the course and was the subject of a lecture by Miss Janet Hills, who claimed that although people regard television as a visual medium it was in fact difficult to achieve significant images on TV and that consequently it was often the idea behind the pictures rather than the pictures themselves which were of interest. In that sense television was an intellectual medium. It was evolving a drama of ideas, particularly in those documentary programmes where the drama lies in the conflict of people's ideas and attitudes of life. It was a sort of drama of personified ideas. Speaking as a critic, Miss Hills said that she had misgivings about her profession; there was a danger in accepting other people's judgments. She thought that there was a tendency for people to fear their own responses and to lack the courage of their own judgment.

Mr. Clive Donner, who edited *Genevieve*, gave a lively talk about his job, illustrated by examples from *The Purple Plain* and *The Million Pound Note*. The secret of editing, he suggested, was to achieve rhythm—he quoted David Lean's "always cut on the beat." But cutting on the beat was not a matter of calculation; it was instinctive in a good editor.

### Children and the Cinema.

Stanley Reed opened the second week with a lecture on "Film and Society." He said that this was a subject on which one could only speculate, since little was known for certain about film effects. He said that the British Film Institute was endeavouring to help carry out the suggestion embodied in the Wheare Report on "Children and the Cinema" that the cinema audience, particularly the large child section of it, should be helped to get the best from their film going. He said that there was plenty of evidence from work carried out in Britain, and also on the Continent in schools, youth clubs and in adult education, that the audience could be helped by planned study programmes to achieve a livelier response to cinema. The bogey that film education would inhibit full enjoyment was already abundantly disproved. He was tired of hearing people say that their enjoyment of Shakespeare had been spoilt as children by being forced to study the plays at school; Shakespeare was perhaps not suitable for study by children—and this did not prove that the cinema was not.

The secretary of the British Board of Film Censors, Mr. Arthur Watkins, spoke on film censorship. He said that the better he did his job the less evidence there was of it. If the world were composed exclusively of sane, balanced and intelligent adults, he would not need to exist, but the audience in fact consisted largely of young people and to some extent the ethics and behaviour of the cinema were carried into their private lives. Speaking particularly to the overseas students Mr. Watkins described our censorship as a typically British institution. Its operation was not based on logic but it nevertheless seemed to work, perhaps because the lubricating oil we used in this country was common sense.

A feature of the course was a "Midnight Matinee" at Mr. Fairfax-Jones' "Little Theatre" in Bath when a showing of *Animal Farm* was given. Students had previously heard an introduction to the film by Mr. Jack King of Halas and Bachelor. Mr. King also attended a session on the following morning, at which the film was



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discussed, and answered questions. He said that the film was a genuine attempt to put Orwell on the screen. In such an undertaking there were bound to be differences of view and this was the case among the film makers themselves. The ending, for example, had been discussed at much length by the producers; it was not true to say that Orwell's ending had been changed as it was in fact in the film, although an additional sequence had been added. The film makers had tried to do what Orwell had not done—to offer a solution to the problem which he had so powerfully posed.

Miss Carmen Dillon, art director of *Henry V*, *Hamlet* and *Richard III*, spoke on the work of the art director. She thought that fantasy in film had to a great extent left us except in cartoons, American musicals and such occasional films as *La Belle et La Bête*. This perhaps made art direction a little duller, particularly as the work was so closely tied to such mundane matters as the budget, the time schedule and the detail of constructional operations. The compensation was that the art director was usually in at the beginning of a film, when ideas were freely exchanged and all the key workers were at their keenest.

The film-making activities at the School were carefully organized, the students being divided into four groups. During the first week they were occupied on "Operation Copycat" which consisted in the precise imitation of a short sequence from each of four famous films—*Odd Man Out*, *Le Million*, *Louisiana Story* and *Monsieur Vincent*. The students displayed remarkable resourcefulness in achieving accurate copies, the group reproducing the opening scene of *Louisiana Story* borrowing an alligator from Bristol Zoo in order to create the Louisiana swamps in the lake in the College grounds. The copying operation completed, the groups then moved on to make an original story as "Operation Atmosphere." The theme given was "An Encounter" and each of the four groups had to create a different atmosphere in each sequence, the encounters being comic, tragic, idyllic or violent. The apparatus used was of the simplest and the emphasis was placed on the quality of the idea on the screen rather than on technical proficiency.

## Woodberry Down Secondary School

### A New L.C.C. Comprehensive School

Woodberry Down School—the L.C.C.'s new secondary school for about 1,250 boys and girls in Woodberry Grove, Stoke Newington—opens this month. The headmistress is Mrs. H. R. Chetwynd, B.A. Work on the school began in November, 1950, at an estimated total cost of £475,000. In addition, the cost of furniture and equipment for the school will be about £39,720.

The teaching accommodation includes a library, five science laboratories and a biology greenhouse, two science lecture rooms, a history room, two geography rooms, three housecraft rooms and two flats, four art and craft rooms, and a pottery kiln, as well as twenty-four general classrooms.

The practical accommodation includes three needlework rooms, a commerce room, two woodwork and two metalwork rooms, an engineering drawing office, a machine shop and a fitting shop. There is a large music room and four small practice rooms. The school was designed by the former Architect to the Council, Professor Robert H. Matthew, C.B.E., A.R.I.B.A., and erected by Messrs. Kirk and Kirk Ltd.

The site is rather more than 5 acres in extent. Three 4-storey blocks, forming three sides of a courtyard, contain the main teaching accommodation, while the eastern road frontage is occupied by a two-storey administration wing and the Assembly Hall, which seats the whole school. Two 2-storey gymnasias, with changing rooms at ground level, are sited parallel to the western boundary, while kitchen

and dining accommodation are to the south-west of the site.

Existing trees have been retained round the perimeter of the site, and in the main courtyard, where they are set in undulating turf. The main paved play area to the south and a smaller paved court between the gymnasias have been planned in conjunction with areas of grass and planting within the limits of a small urban site. The layout is completed by a small formal paved courtyard and by the Assembly Hall, with a pool and incised slate panel from the Festival of Britain.

Among the features of the new school which are of particular architectural interest are its modern planning and equipment and the extensive use which has been made of pre-fabrication in the structure.

## Middlesex County Libraries

In 1953 the Middlesex County Libraries Committee approved the establishment of a new children's department to deal with all aspects of work with young people. The then schools librarian became the children's librarian and his knowledge of children's publishing now serves both schools and branches. The new department could not be established until late in 1953, when it was given separate accommodation.

### The School Library Service

Having overhauled essential stock records, the children's librarian extended the standing exhibition of children's books in readiness for the visits of teachers and librarians which it was proposed to encourage; this collection now totals 5,660 volumes and is an invaluable aid in selecting stock. Meanwhile discussions were held with a group of head teachers as a result of which an explanatory pamphlet upon the library service was issued to all schools. It invited teachers to visit the exhibition so that they could choose their new stock, and it drew attention to the availability of sets of plays, books for project work and for advanced students, and of sheet music, miniature scores and gramophone records.

In the year 1954/55, 151 teachers visited the Exhibition and all who did so were impressed by the wide range of books now published and particularly pleased that they could choose books suited to their needs: books for younger children and for problem readers were in demand. Teachers use this exhibition in spending their school reference book grants.

Some comparative figures are:

	1952/53	1953/54	1954/55
Schools supplied . . . .	299	307	321
Total stock . . . . .	97,416	106,533	115,951
Books bought . . . . .	14,043	14,136	14,748
Books bound . . . . .	7,143	8,094	9,278

As from 1st April, 1955, the annual grant for books was increased from 1s. 6d. to 2s. 0d. per pupil; this will counteract increased costs and certainly maintain and possibly increase the present ratio of 1.25 books per pupil.

In view of the often difficult circumstances in which schools have to house and use their books, detailed issue records are not insisted upon. Statistics from about two-thirds of the schools show that at least a million books are borrowed during the year.

In 1953/54 all the branch libraries checked their shelves against a list of the better children's books of this century and a system of a steady flow of new books to all branches was inaugurated.

Concluding its report the Committee says the School Library Service of the county libraries is not the only source of books for the school library but it can play an increasing part in helping teachers to use all their resources, and in the branches the awakened interest of parents is most encouraging.

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# The Language Problem at Overseas and International Conferences

BY JUNIUS.

Foreign travel is said to broaden the mind and undoubtedly there is much to be said in favour of this maxim. It is possible to get along in most countries on the maximum of ignorance and unless the traveller is incarcerated, dies or is unfortunate enough to be killed, he can reconcile himself to the fact that the chances are very great that in the end he will manage to return to his home. Many a trip has been launched on pick up knowledge, a phrase book and a smile and many a person thus fortified has returned happy with something to talk about.

It is only when he has spoken to a fully fledged traveller that he discovers all the good things which have eluded him and then he wonders whether his journey was really necessary. He might, of course, repeat the journey and return more enlightened and feeling that at last he is approaching the state where he is managing to secure a closer approach to his money's worth. He has now begun to earn something of a travel reputation and that alone compels him to continue—with another country perhaps for choice.

## Language Difficulty.

Judging from the antics one sees of some of the motorists on the continent, it can be averred that the erstwhile D streams are well represented. But it is in the realm of the foreign conference that time wasting can be at a premium unless the language difficulty can be overcome. It is true that the delegate may make some excellent contacts, may meet some kindred spirits and may return home armed with sheaves of literature. He may enjoy the social gatherings, the excursions, the receptions, the food, the amenities of the hotel, but unless he is able to understand at least something of the addresses the speakers are delivering and the discussions which follow, he is at a sore disadvantage. He may be experienced in various walks of life, may have a very important contribution to make, if he only realizes the gist of the subjects under discussion and is capable of expressing himself in the language employed at the sessions.

## Devices to Overcome.

Many devices have been employed to overcome this language difficulty. At a world conference sponsored by the N.U.T. at Oxford in 1935, interpreters were employed to furnish an epitome of the addresses and to translate on the spot the speeches delivered in the discussions. The whole arrangements were very well organized, most people appeared to be satisfied, but the only drawback was the waste of time and the inconvenience arising from the various readings of each speech and questions and answers in the three recognized languages. Further, after a time the few who had no command of these stipulated languages absented themselves from the lectures in the hope that the full proceedings would be published later and would give them an opportunity of securing a translation.

Another system tried at world conferences both in Great Britain and abroad has been to request the lecturers to forward an advanced copy of their lectures and to distribute the translations at the appropriate meeting. This method has been very useful but could not allow any deviations from the script in the form of addition or correction. This naturally is a risk that has had to be run, especially by those who preferred fresh air and sunshine to patiently qualifying for a mark by pretending to appear intelligent and resisting the everpressing inducements of somnolence.

To many the obvious answer would appear to be to stay at home, unless one is fully conversant with the prevailing language. It is feasible that if delegates insisted on a reasonable solution of the language difficulty accompanied by a threat to stay away if nothing was arranged, that the convenors might bestir themselves.

It is also true that scientists in some highly specialized fields are capable of reading the works of fellow foreign scientists, but are by no means good speaking linguists. These people have much to contribute and possibly much to note which will be useful to them. It must be galling to many on perusing the "proceedings" at a later date to note the various opportunities for intervention which had been missed.

## Need for Intervention.

There is also the point that by permitting certain statements to pass unchallenged one has by non-intervention unwittingly created the impression of acquiescence. In the interests of truth a well-informed delegate is expected to intervene; the members of the conference have attended to hear the latest word, the most modern ideas and researches; he is present to give as well as to receive. As soon as one refers to foreign conferences and the language difficulty he is greeted with an avalanche of letters advocating the adoption of a standard language. Some plump for a "constructed" language such as Esperanto or Ido, whilst others advocate a European language such as English, French, Italian, German, Spanish, etc. During the meeting of the London International Assembly, consisting of members of the ministries of foreign countries over-run by the Germans, the greatest preference was shown for English.

## Choice of English.

The British delegates refrained from taking any part in suggesting a language and at the same time, when the choice of English was made, were assured that it was not simply out of respect for their hosts, but because of the millions who spoke English as a first or second language, because of its wealth of literature, and because they found it easy to learn. Some of the delegates pointed out that they had become tolerably fluent in English in six months, and with emphasis they indicated that English to them meant the whole language and not basic English. It is curious that while out of the meetings arranged by the Council for Education in World Citizenship and the London International Assembly sprang the concept of UNESCO; yet the language difficulty is still with us. The League of Nations introduced a system in its meetings at Geneva by which speeches were transmitted verbatim in a series of languages immediately after they were uttered. Delegates and visitors donned ear-phones, adjusted the pointer on the dial to the language required and could then sit back and hear the speech in a language with which they were familiar. This process has been continued at U.N. meetings held in the U.N. buildings in New York. This system limits the choice of the delegates to those capable of understanding the three or four designated languages, a system which has obvious disadvantages.

## Foreign Conferences.

Reverting to foreign conferences, it is natural to expect that the majority of the delegates will be domiciled in the country holding the conference and it is likely that this will apply in the main to the speakers, hence the main



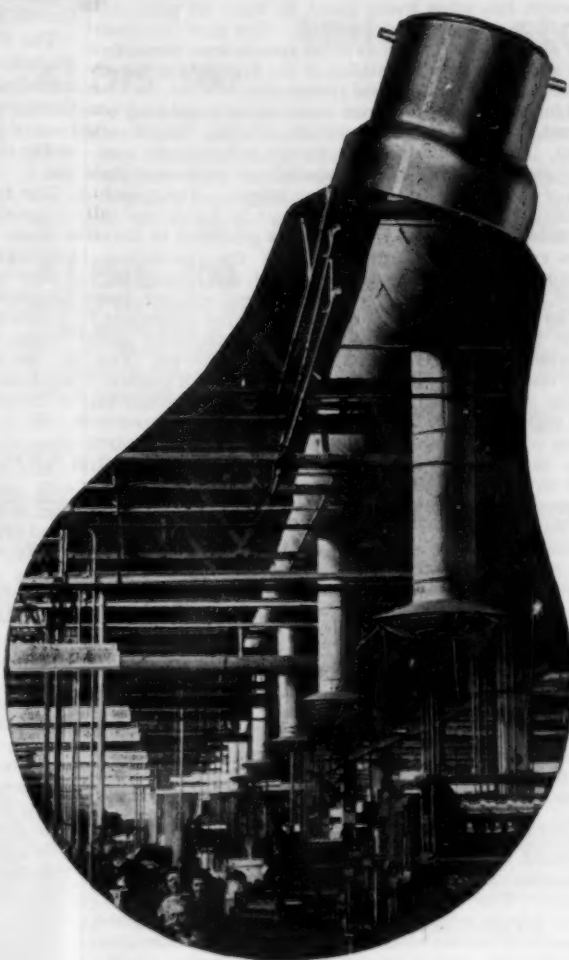
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language to be heard will be that of the home country. Members in the habit of attending foreign conferences will remember many experiences which make painful recall; the hours wasted in listening patiently and understanding nothing, the sight of smiling faces enjoying the witticisms of speakers lost to them, the denial of intervention in the discussions. What delegate has never heard the conversation: "Who is on to-day?" "What language?" "German." "I'm off." And most likely he was well advised to be off. In the cases of the visits of important foreign delegates the method of interpretation of sentence by sentence in the language spoken by the majority of those present has often been found to have its uses—to those fortunate enough to understand. The time involved is usually about twice as long as if the speech were normally delivered and even then something of the fire, élan or verve is likely to be lost in the hurried translation.

Something of this nature once occurred at a meeting of the former Consultative Committee of the Board of Education. A very distinguished foreign educationist was invited to give evidence. She responded and addressed the members of the Committee in her own tongue. The speech was translated practically "word perfect." Later one of the members of the Committee who was practised in both languages commented on the fact that the translation, though correct, factually, was devoid of the "sparkle" associated with the foreign visitor and accordingly lost much of its impressiveness—it was just another statement. It is time that this burning question was discussed and settled either for a stated period or once and for all. The language, once decided, would be introduced to all children at an early age. It would rank as the second language to many of high and low degree and would quickly improve the means of communication and accumulate a literature available to millions. The radio and television of all countries would be required to lend their aid and chairs in the language at the many universities would naturally follow. As in bilingual countries, there would be much duplication—letters, bills, notices and so on. There might even be a certain lowering in the educational standards owing to the time filched from other well established subjects. But many of these initial drawbacks would be of the nature of passing phases; the general gain arising from the inclination to travel; the interest aroused in foreign affairs now able to be understood and appreciated at first hand; the advantages arising from the ability to read a universal newspaper or a book or perhaps the transactions of a scientific or literary society; and above all to be able to converse with all and sundry. All these new features first unfolded to the children of all nations, would in the course of time be considered as items of routine practice.

It is true that many moons would wax and wane before all this could be started, but events have shown the vital need for this universal language if progress is to be maintained. The time is ripe for such an experiment, which will require world wide sponsorship if it is to achieve that measure of success which is so vital for the maintenance of peace through good understanding.

**Full-time students in Scotland** will get larger education authority bursaries as a result of regulations made by the Secretary of State. (Education Authority Bursaries (Scotland) (Amendment No. 1) Regulations, 1955.) The new regulations came into force on August 15th.

**A residential week-end conference** on "Education for Living," will be held at Beatrice Webb House, Pasture Wood, Holmbury St. Mary, near Dorking, Surrey, from Friday evening, October 7th, to Sunday afternoon, October 9th. Particulars from Iona Education Centre, 10, Exhibition Road, S.W.7.

## International League of Esperantist Teachers

Meetings of teachers took place at the University of Bologna, Italy, last month, on the occasion of the fortieth Universal Congress of Esperanto.

These were attended by over 100 teachers and educationists from sixteen countries: Australia, Austria, Belgium, Britain, Cyprus, Finland, France, Germany, Italy, Morocco, Netherlands, Saarland, Sweden, Switzerland, United States and Yugoslavia.

The President (Miss V. C. Nixon) referred especially to the activities of the Austrian, British, French and Yugoslav organizations. Membership had increased in France, Germany and Italy. She emphasized the need for a high level of proficiency in Esperanto, together with a knowledge of the international life which was the product of practical use.

The teaching of Esperanto was to be encouraged in any circumstances, but it was desirable that it should be given a place in the time-table comparable with that of other languages.

The subject for discussion at one meeting was, "The Education of Youth for International Understanding," chosen by Italy. Professor Giorgio Canuto, University of Parma, welcomed those present, as a teacher; as President of the Italian Esperanto Federation, and as bringing a message of interest and encouragement from the Minister of Education.

Dr. Taccani (Milan) enumerated the duties of teachers in promoting international understanding.

Mrs. Cox (Sidcup) said that a visit to another country, with personal experience of conditions of living should be part of the training of teachers. Both teachers and children lived often in a small world, and the individual touch gave reality to information.

Miss Robins (Birmingham) described the work of the Council for Education in World Citizenship as it affected the older school-children in the city, and emphasized the interest roused when the national of the country concerned took part.

Miss Manuel (Nevers) mentioned the lessons in World Citizenship given in secondary schools since the war. The national character of some text-books in history and literature was criticized. The work of Unesco in improving text-books was recognized but it was felt that this was not sufficiently known.

Mr. Muzic (Zagreb) said that the personality of the teacher was what mattered, even if the text-book was inferior. The value of songs, drawings and individual correspondence was illustrated, as was that of visits in homes.

The following resolution was passed.

"This meeting of sixty teachers from thirteen countries, having discussed 'Education for International Understanding':

(a) wishes to call the attention of teachers' organizations to the resolution accepted by Unesco on December 10th, 1954, which recognized the results attained by Esperanto in the rapprochement of the peoples of the world, and expressed interest in the development in the use of Esperanto in science, education and culture;

(b) considers that a language is permeated by the spirit of those who use it, and that Esperanto, with a long tradition of international usage, expresses and increases the sense of the unity of mankind;

(c) appeals to the teachers of the world to learn and teach Esperanto, in order that international life may more rapidly become a reality.



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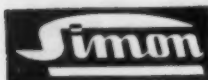
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SEPTEMBER, 1955

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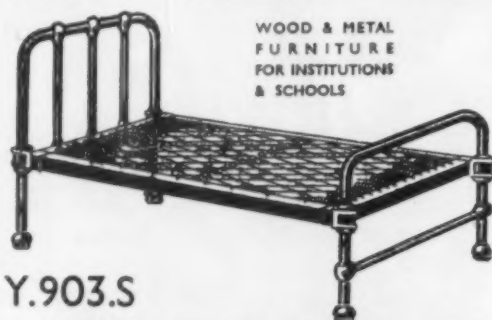
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## Month by Month

### University Entrance.

THE Report of the Vice-Chancellor's Sub-Committee on University Entrance Requirements, published last month, attracted considerable public interest and much helpful press publicity. It should be noticed that the report is that of a Sub-Committee of the Committee of Vice-Chancellors and Principals set up in March, 1953, and that the Report is therefore made to the main Committee. It is not addressed either to the Minister of Education or to local education authorities. Its recommendations do, however, concern both the Minister and the authorities. It may be expected therefore that in due course the Minister of Education will make known his own views on the various recommendations contained in the Report and will write the local education authorities to consider them and to take such action as they may require. The Sub-Committee agreed to differ on three of the four main topics included in their terms of reference. This serves to emphasise the significance of their unanimous agreement regarding additional requirements for university entrance. In so far as Faculties or Departments of Universities themselves impose requirements additional to those agreed by the Vice-Chancellors and Principals in 1948 "the principle of inter-availability of matriculation between universities is often frustrated; schools have to look not to an agreed number of minimum requirements but to these minimum requirements plus many and varied additional requirements, and candidates for admission to a number of universities must study to meet the different demands laid down by the universities of their choice." The Sub-Committee clearly regards the demands of certain local education authorities for passes in three subjects at Advanced Level as the most serious of all Additional Requirements. The Sub-Committee gives most cogent and convincing reasons for its unanimous recommendation that "candidates should be eligible for state scholarships and local authority awards provided that they offer two subjects at the appropriate (i.e. Advanced and/or Scholarship) level(s)." The Sub-Committee regards it as important that the requirements for state and local authority awards should be in line with those of university faculties and departments, which are therefore asked to "consider carefully and sympathetically the possibility of requiring, whenever possible, only two subjects in Science at the Advanced Level" as well as in Arts where "in general, to require three Advanced passes is harmful." The teachers in the schools, according to Appendix II, regard it as of great importance that a substantial proportion of the time in the sixth form should be devoted to unexamined studies.

### The English Language Requirement.

THE Sub-Committee report the concern which their university members expressed at the "inadequate command of English" found in many university entrants. The Sub-Committee seem to have agreed that there was good cause for this concern but they were unable to agree on the value of an English Language examination. Some members held that



ability to use the English language cannot be tested by examination and that the examination was harmful in implying that English was a "subject" and not an integral part of all study. It is not altogether easy to understand the two points of view so briefly mentioned in the report. The other members held that not to require a pass in English "would further and substantially reduce the standard of literacy in entrants to universities." We believe that the latter view is a true one. Five of the nineteen members set forth their views in an appendix. They believe that the Universities ought not to admit candidates who have been unable or unwilling to pass at school, even at the Ordinary level, in English language, one foreign language and one science or mathematics subject. They conclude their minority report, however, by stating that they would welcome attempts to test a candidate's English not as a separate subject but in relation to the subjects "of his main interest." It is obvious that rather too much may be made of the apparent dichotomy indicated in the main report. Neither teacher nor pupil should have to choose between English as a subject and English as an integral part of all study. Its practical recognition as the latter need not rule out its specific and methodical teaching as the most necessary of all subjects. One should not perhaps expect within the compass of a brief report any evidence to support the statement that ability to use the English language cannot be tested by examination. The six signatories of Appendix 1 seek a new and better examination.

\* \* \*

#### Recruitment and Training of Nurses.

A WRITER in the *Nursing Times* last month complained that nothing had been done to implement the recommendations made eight years ago by a working party on the recruitment and training of nurses. A two-year training for all nurses was then recommended and the closing of the assistant nurses roll. As *The Times* said in leading article on the 22nd August, there is a strong case for urgent action to reduce the training period. The writer in the *Nursing Times* would have two-year training schools, recruiting from secondary modern schools and providing for nurses generally a basic training similar to that now given in the training of assistant nurses. There would, of course, have to be longer, and more advanced and more specialised courses for those nurses who were able and willing to fill the higher positions in the hospital nursing staffs and specialised appointments. The General Nursing Council, says *The Times*, must accept full responsibility for the present unsatisfactory policy and, it must be added, for the difficulties experienced by Area Nurse Training Committees in attempting to fulfill their true functions in a really active and influential way. A correspondent of *The Times* reminded readers that there were now some 100,000 fewer girls reaching the age of 18 each year than there were before 1939. There is an annual wastage of 7,000 student nurses every year. On the other hand there were 49,636 student nurses in training in March, 1954. There is an annual intake of some 17,000 student nurses every year, which the writer describes as "an incredibly high figure in the face of the shortage of woman power." The General

Nursing Council's estimate of the number of candidates needed yearly to keep the nursing profession at its present strength "is almost exactly the total number of girls leaving grammar schools at 18 each year, to supply not only nursing as at present envisaged but also the needs of all other women's professions." This statement confirms and emphasises the point made several times in these columns. The nursing professions and the teaching profession are at present virtually fighting to possess the same bodies.

\* \* \*

#### A Very Mixed Reception.

THE Educational News-Letter for September issued by the College of Preceptors comments that the Ministry of Education Circular 289 "has had a very mixed reception." This mild statement certainly does not in any way exaggerate the general coldness of the reception accorded to the circular by educational and scholastic bodies, by the educational press and by individual educationists. It is noteworthy that Dr. W. P. Alexander, having examined all the arguments which the Minister advanced against a Secondary Modern School Leaving Certificate, nevertheless remains entirely unconverted. He has little difficulty in answering the three ministerial objections. An external examination need not restrict the teacher's freedom, if it is a properly planned test. Such an examination need not induce uniformity of syllabuses, curricula and teaching methods. There is and must be "a substantial uniformity in the studies which children undertake between the ages of

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11 and 15." An examination properly devised and with a wide enough range need not create an undesirable uniformity. In any case, what about the Grammar Schools? Have they for the past half century been suffering from all the ghastly ills which external examinations produce? Such an examination as is desired by and for the secondary modern schools need not be of such a low standard that its certificates would have little real value. If the right kind of examination were set we should, in Dr. Alexander's judgment, be somewhat surprised at the standard of which the average modern school leaver could produce. Further, Dr. Alexander argues convincingly, as against the Minister, that all the evidence shows that an examination can be a most effective inducement to higher standards of work. Given a proper standard, the desired examination might be the strongest inducement to pupils to continue longer at school. The College of Preceptors, whose examination cannot be ignored in the consideration of this problem, notices that there is no indication as yet that the Minister wishes to take the undesirable step of restricting the freedom of parents to enter their children for examinations if they are prepared to pay the examination fee. This is £2 2s. 0d. for the full examination or 10s. 6d. for each single subject.

**The  
Universities  
and the  
Arts.**

It would seem that the title of the Edinburgh Festival Lecture delivered by the Rector of Glasgow University, Dr. T. J. Honeyman, should have been "The University and Art." He was concerned with aesthetic rather than with Liberal Arts. His remarks may have seemed somewhat sweeping and exaggerated, but his very general and forthright criticisms could not have been as valuable or as effective had each statement been followed by all possible qualifications. Each year thousands of young men and women graduate at our universities. According to Dr. Honeyman most of them have not even a rudimentary knowledge of the great music, painting and architecture of the past and are indifferent to the present-day contributions made by their contemporaries. At best, the universities produce critics rather than creators. A university education does not seem to engender "a full enjoyment of material so lovingly assembled in museums and galleries, and now in many cases so alluringly displayed." If Art is to percolate through the community it must start at the top of the educational ladder, the University, and not be left to all sorts of outside committees, councils and institutions. The leaders of the fight against vulgarity and low taste ought to be at the universities. Dr. Honeyman called for an investigation by the universities into the whole matter. It is to be hoped that the universities will indeed take the initiative in this matter, and promptly too, and that the terms of reference of any committee which they may appoint will be as wide as possible. The influence and usefulness of radio programmes, both aural and visual, should come within the scope of their enquiry. It is surely true to say that never have young men and women had such abundant opportunities of seeing and hearing as well as reading about art in all its forms as they have today. It may be that things are worse in Glasgow than elsewhere! That again is a matter for enquiry. It is, however, a common experience

that young men—it is less true of young women—can go to the universities today on the strength of three or even two moderate passes in G.C.E. at Advanced Level and yet have no real cultural interests and no understanding of beauty. They may have read little or nothing beyond the books required for their examinations. The Vice-Chancellors Sub-Committee is aware of this and seeks to give more time and opportunity to six-formers to cultivate other interests. The universities, as the Rector said, must lead but the grammar schools must not wait and be mere followers.

## Fuel Economy in Schools

Most schools are occupied for only about forty hours out of the week of 168 hours. But it has not been common practice to close the heating system down to the minimum at nights and week-ends. Studies recently completed by the Building Research Station at the request of the Ministry of Education show that most school heating installations can be operated far more intermittently than they are at present, and that great savings of fuel can be obtained in this way.

Maintained schools in England and Wales are using between 1½ and 2 million tons of fuel a year. Each annual school building programme is adding to this total at the rate of about 60,000 tons a year. To find out how fuel bills could be reduced experiments have been carried out over three years in a school which was specially equipped as a "test bed." The results of this research were checked against a field survey of fuel consumption in 160 post-war schools. The report, which is published in Ministry of Education Building Bulletin No. 13, "Fuel Consumption in Schools" (H.M.S.O., 2s.), draws conclusions from this work and makes suggestions about steps which can be taken by local education authorities to save fuel in existing schools as well as in new installations.

Three different types of heating system were studied: forced warm air, radiators and floor panels. Under present practice, fuel consumptions are considerably higher in nearly all cases than calculations based on the experimental data show to be necessary. Both the field and the experimental evidence, however, agree in indicating that because of the inherent nature of the three systems their relative order of economy is forced warm air, radiators and floor panels. It is suggested that this fact must be borne in mind when selecting the system for new installations, but in existing schools as well much is to be gained by installing and correctly using control instruments of types which are readily available.

The point is also made that while the respective prices of fuels do not themselves determine the order of economy of the three systems, they may determine the most economical method of firing a particular system. Where the cost of coal is relatively high the use of oil appears to be a promising alternative to coal for radiator systems; in conjunction with a warm air system it should offer considerable economy. The annual running costs of gas fired radiator systems and electrical floor panel systems are shown to be too high for economical use in schools.

The Bulletin also suggests that authorities should consider establishing their own agencies for checking fuel consumption in their schools, for supervising control programmes and stoking arrangements, and generally for seeking out economies in heating.

The British Insurance Companies have produced a pamphlet "Insurance—A Career for Girls" which is intended to help girls in choosing a career by telling them something about the opportunities which exist in Insurance.

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(*Chemical News*, 1859, 1, 1).



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## A Progressive Library

### And an Illuminative Survey in Children's Reading Tastes

Particular attention is given to young people by the Islington Public Libraries Service, under the direction of the Chief Librarian, Mr. C. A. Elliott, and some interesting details, with comment on the work carried on is given in the annual report for 1954-55.

A total of 16,214 children, representing 33 per cent. of the child population up to the age of fourteen years were recorded as registered readers; and 13,376 volumes, the highest recorded total, were on loan at the end of the year. The combined issues of books from all junior libraries showed an increase of 68,955 volumes.

The reading of children, says the report, is influenced by so many factors that it is not easy to account for fluctuations in the borrowing of books. The children's librarians are, however, unanimous in their opinion that some of the decline in reading is due to increased facilities for recreation now offered to children, which necessarily curtail the time available for reading. Chief among these is television, which is in several ways a dangerous situation, because apart from the informative and recreation value of books in childhood, reading is itself basically important in education, and a certain amount of practice is necessary if the child is to become proficient. The unpleasant fact is that many children are not getting this practice.

### Work with Schools and the Youth Committee

Tribute is paid to the generous co-operation of head teachers, who welcome the visits of the children's librarians to the schools and arrange for visits of children to the libraries. Miss D. D. Chilcot, the Principal Assistant-in-Charge of Work with Young People, accepted an invitation to present the prizes at the Robert Blair Primary School on the occasion of the Annual Prize Day.

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During the year, the children's librarians paid more than seventy visits to schools, and 655 classes totalling 20,210 pupils, visited the libraries with their teachers during school time, an increase of 71 classes over last year. The classes included an increased number from infants schools, where it was found that visits to the libraries stimulated the children's interest in books and acted as an incentive in learning to read. Similar results were also obtained with groups of children backward in reading.

### Other Activities

The most popular of the activities was a series of educational film shows. A total of twenty-nine shows were presented, and these drew an average attendance of eighty-four children. A series of twenty-four talks on popular subjects were attended by an average of fifty-eight children.

185 story periods were arranged and these were attended by an average of twenty-four children each. As might be expected, the stories illustrated by film strips were especially popular. Thirty-five picture book times for tiny tots and six meetings of the Play Reading Club for older children were held at the Central Library. A new activity was the Puppet Club, which met eighteen times under the guidance of Miss P. M. Howe, who devoted much spare time and enthusiasm to this work. By the end of the year, most of the glove puppets had been made and the children were rehearsing a simple play.

### School Libraries

The estimated use of books circulated in boxes each term to schools inconveniently situated for access to a junior library decreased from 115,740 to 110,416 issues. This was mainly due to the discontinuation of supplies of books to two schools consequent upon the opening of a new library.

### Children's Reading Tastes

The children's librarians work in close contact with young readers and constantly discuss books with them. From their personal observations of the reading habits of children they report that science fiction is increasing in popularity with boys. School stories are little read by boys but are still popular among girls; girls appear to read more books than boys, although the latter seem to visit the libraries more frequently and certainly support library activities such as talks and film shows in greater numbers than girls. It is reported also that most of the readers appear to be of primary school age, and although many older children use the libraries, there is nevertheless a rapid thinning out of the number of active readers above the ages of eleven or twelve.

These are general impressions which, although based on observation, are open to question unless supported by recorded facts and figures. It was therefore decided to make a pilot survey of the reading habits of the children at one of the libraries, to serve as a pattern for possible future surveys and to act as a check on the accuracy of our impressions.

An analysis was made of the books borrowed during one week, which disclosed that of a total of 1,053 books borrowed by children ranging from three to fifteen years, with an average age of 9.5 years, 42 per cent. were issued to boys of an average age of 9.3 years and 58 per cent. to girls of an average age of 9.6 years. One quarter of the books were non-fiction. Boys read more non-fiction than girls; roughly one in three of their books were non-fiction, as against one in four among the girls. The average age of boys reading non-fiction was also higher—9.7 years, as against 9.3 years for the girls. The opposite was true of fiction; here the corresponding average ages were 9 years for boys and 9.5 years for girls.

In order of popularity, the six subjects most read by boys were: aeroplanes, railways, ships, cars and space travel (counted as one subject); history; hobbies and



handicrafts; sport; animals; geography and travel. For girls, the order was Bible stories; animals; history; poetry and plays; nature study; geography and travel. More biography was read by girls than boys; no poetry or plays were read by boys; music was high on the list of girl's interests but was ignored by boys; only one book on space travel was borrowed by a girl; and nine times as many girls as boys borrowed books about the Royal Family.

This survey, adds the report, seems to indicate that standards of reading are fairly low and it may well be that the simple assimilation of stories in visual and aural form makes the child unwilling to produce the extra effort required for reading anything above the easy level. We can only accept the fact and attempt to encourage more discrimination in reading.

### State Scholarships to Universities for Older Men and Women

A statement from the Ministry of Education announces that thirty scholarships will be awarded in 1956 under the arrangements for State Scholarships for Mature Students.

State Scholarships for Mature Students are intended to make a university education available to men and women over 25 years of age who were unable to take a university course at the normal age but who have shown through their continued study, usually at a Workers' Educational Association class or University Extra-Mural Tutorial Class, that they are likely to profit by such a course as a full-time student. The scholarships are designed for those who wish to follow courses of liberal studies.

Since the arrangements began in 1947, 234 scholarships have been awarded—182 to men and 52 to women. Most awards have been made in the English, Economics and

Politics group of subjects, but awards in Modern Languages, Physics, Chemistry and Mathematics have also been made. In recent years the Natural Sciences and Mathematics have provided an increasing number of candidates.

108 scholars had finished their courses by July, 1954 (the last date to which full examination results are available) and 97 of them obtained Honours Degrees, including eleven with First Class Honours.

In 1955 successful candidates for these State Scholarships included a prison officer, an East End docker, a railway signaller, a Laboratory technician, a sergeant in the Royal Army Education Corps, a shop assistant, a printing machine-minder and a magazine reporter.

The Ministry is now inviting applications from suitably qualified candidates for the Scholarships available in 1956. Those successful will receive grants in respect of their tuition and maintenance. Allowances for dependants will also be made. A leaflet (Form 1 U.M.) giving full particulars, and application forms, are available from the Ministry of Education, Curzon Street, London, W.1. Applications must be submitted by November 16th.

A part of thirty-one senior boys from public schools and thirty-nine undergraduates from British universities have spent a week in Sheffield as guests of The United Steel Companies Limited in order to take part in short courses on iron and steel manufacture.

Mr. Sidney John Worsley, principal of the College of Estate Management, Kensington, has been appointed by the Secretary of State for the Colonies to be secretary of the Inter-University Council for Higher Education Overseas and of the Colonial University Grants Advisory Committee with effect from September 1st.



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## Association of Divisional Executives

The ninth annual conference of the National Association of Divisional Executives will be held on the 21st, 22nd and 23rd of this month at Folkestone, when Mrs. P. N. Paine, J.P., of Cheadle and Wilmslow, Cheshire, will be installed as president for the ensuing year.

In addition to the eighteen resolutions submitted for the consideration of the conference the programme includes papers and discussions on "Education in Industry" by Sir Hubert S. Holdsworth, Chairman of the N.C.B., "The Prospect for Secondary Education" by Dr. W. P. Alexander, secretary of the A.E.C., "The Contribution of the Secondary Technical School" by Mr. P. F. Surman, headmaster of the Chatham Technical School for Boys, "The Comprehensive School" by Lady Simon of Withershawe, and "A Summary on Secondary Education" by Sir Arthur L. Binns, chief education officer for Lancashire.

In the annual report to be submitted to conference reference is made to the three main principles which have guided the Association throughout its nine years of existence. It is important says the report "that these should be referred to again, since it has been announced that the Government propose to introduce a measure for the reorganization of local government.

"One main purpose has been the retention within the statutory organization of educational administration of bodies with effective knowledge of the needs of local areas. The Education Act of 1944 expressed this conception in its statement of the need 'to secure that the function of local education authorities will be exercised with due regard to the circumstances affecting different parts of their areas and with the co-operation of persons having special knowledge of such circumstances.' At a time when the reconstruction of local government is under consideration the vital importance of real democracy in this most human service of education needs emphasising. No reorganization of local government machinery, no redistribution of functions, no reallocation of areas will be effective unless it can stimulate the interest and secure the co-operation of the local citizen. And upon no subject is the citizen more sensitive to the impact of governmental processes than the education of his children. The notion of democracy is vital. In a brilliant analysis made to the 1954 Annual Conference, Mr. Peter Self said: 'Local government has two objects—to provide a focus for the needs and aspirations of local communities and to discharge the efficient administration of the public services. The notion of democracy pervades both these aspects. The local community is the natural nursery of democracy; it brings home its values and procedures to the citizen's doorstep and enables a vast number of people to participate actively in them.' The experience of the Executive throughout nine years of work substantiates this opinion. Intimate personal services must be controlled at a level the citizen can appreciate if democracy is to be effective. Indeed, efficiency in local government means more than satisfactory mechanical organization of administration; efficiency is secured only when the democratic as well as the administrative objectives are realised. The citizen must feel that he can contribute effectively to a local government body as well as receive efficient service from it. The recent report of Political and Economic Planning on Voting for Local Councils emphasises the extent to which, despite the transfer of services to County Councils, the average elector still looks to the immediate local council as the centre of interest in local affairs. Stripping smaller authorities of powers has not destroyed the citizen's belief in them nor created a substantially greater electoral enthusiasm for over-large centralised authorities.

"At the moment the synthesis between large centralised, financially and administratively powerful areas and the

local personalised aspects of the education service is secured by delegation. If Divisional Administration has done nothing else during the last ten years, it has retained a local interest in a local organization of this vital service. It has made it inevitable that some towns will have wider control of the education service and that the principle of delegation will be carried even further. The last report of the Executive commented upon the fact that there has been no suggestion from any quarter that there should be greater concentration of local administrative responsibility in education. All the published proposals suggest, by one means or another, a closer relationship between the truly local unit and this essential service. The Executive have been concerned throughout the year to watch closely progress of the negotiations for the reorganization of local government in order to retain its essentially democratic aspect.

"The second main purpose of the Executive has been to see that delegation, whilst it remains the link between the large centralised authority and the vital area of personal effectiveness, is retained on a firm basis. Nothing is worse than delegation which offers much in theory but nothing in practice. A scheme of delegation which does not confer effective control over local aspects of the function is worse than useless. It engenders cynicism, mistrust and suspicion. The object of the Executive has been to see that where powers are delegated the terms of the delegation are precise and the control exercised locally is real.

"The third purpose has been 'to enable members of Divisional Executives to contribute an informed judgment upon educational matters by establishing a central organization to facilitate the interchange of opinion and to provide a bureau of information and advice.' Many Divisional Executives have availed themselves of the services of the Association, and the Executive would like to place on record their deep appreciation of the valuable assistance of many Divisional Education Officers in contributing specialised material. Memoranda have been issued on the Publication of the Results of the General Certificate of Education Examinations, the Effect of Circular 283, the Children and Young Persons (Harmful Publications) Act, 1955, and the Dismissal of a Head Teacher in an Excepted District."

## Talks on the Middle East

As part of a reconnaissance made by the B.B.C. among its listeners, it was discovered that while many people had some interest in the Middle East, derived from war experience or their newspapers and listening, few of them know many of the facts that lie behind the present political situation, or have much idea of what countries the Middle East consists, or where they are to be found on the map.

"The Middle East," a series of five talks, starting on the B.B.C.'s Home Service on October 19th, is specially planned to fill in such gaps in the listener's knowledge. The series sets out to give an objective picture of life and conditions in the Middle East, and they will be illustrated by statements and descriptions from people who come from the countries concerned.

A pamphlet, consisting largely of facts, maps, and suggestions for further reading, entitled "The Middle East," can be obtained, price sixpence, from any bookstall or, postage extra, from the B.B.C. Publications Department. It will be of great service to listeners intending to follow the series.

At Brighton and Hove school children get their milk in bottles on which is inscribed a road safety slogan. The design shows a zebra standing by a zebra crossing and the motto "look Right, Look Left, before you cross." The head of the firm of suppliers, Messrs. Barling Bros., has been congratulated by the Brighton Road Safety Committee.

## Education in 1954

Report of the Ministry of Education and the Statistics of Public Education in England and Wales (Cmd. 9521)  
7s. 6d. (by post 7s. 9d.)

## Public Education in Scotland

The whole system outlined in a single booklet. (Revised edition, 1955) 2s. (by post 2s. 1½d.)

## Fuel Consumption in Schools

How to satisfy the requirements of Regulation 52 of the Standards for School Premises, with the minimum total expenditure on both capital and running costs. *Ministry of Education Building Bulletin No. 13.* 2s. (by post 2s. 1½d.)

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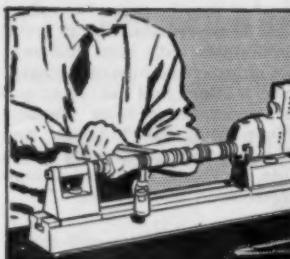
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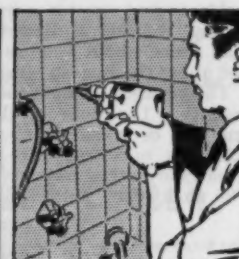
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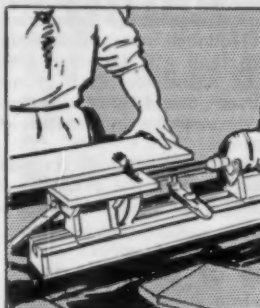
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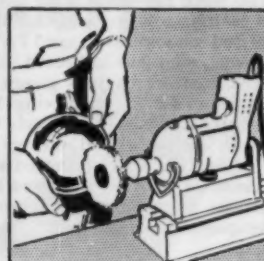
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## Britain Seen from Abroad

### "The Serenity of Self-Discipline"

What do foreigners expect to find when they visit Britain for the first time? A revealing variety of answers to this question is given in entries to a competition set in London Calling Europe, the B.B.C. English language weekly which gives the programmes for a number of its broadcasts in English and European languages. It asked its readers to submit essays in English on: "Why I want to visit Britain" and it received 1,600 essays from every country in western Europe, as well as from much further afield. (Essays came from Angola, Brazil, Indonesia, Egypt, Syria, Israel, Iran, Libya, Algeria, Kenya, the Gold Coast and Australia.)

The first prize, offered jointly by the B.B.C. and the British Travel and Holidays Association, consisted of a free trip to London and a fortnight at the B.B.C.'s English by Radio summer school at Westfield College, Hampstead, beginning on August 21st. It was won by a Dutch student, Mr. H. van Bommel, of Scheveningen, who started learning English during the war. "While hiding from the Germans in the cellar of a school building," he wrote, "I was already thrilled by the voice of the B.B.C. news reader." He went on: "It must be a great experience to see Britain from the inside, to find out if it is true what they have told me about typical English gentlemen in bowler hats, about polite road users, about English breakfasts with ham and eggs, and about the English sense of humour and love of animals."

The youngest competitor was thirteen and the oldest over seventy. The bulk of the entries came from teachers, students or housewives. There were also business men, scientists, nurses, a judge of a court of appeal, and people from many other walks of life, including an office cleaner. The most successful of them received book prizes.

## For Savings Work

Among the voluntary workers in the National Savings Movement, awarded the British Empire Medal in the Queen's Birthday Honours for long and devoted service, who were presented with the medals by Lord Mackintosh of Halifax, on September 13th, was Mr. Ernest Temperley, retired schoolmaster, aged 72, of Mellalieu Street, Middleton, Lancs., who has collected more than £10,200 since 1940 from a street savings group and a Masonic Club group. He began serving the Savings Movement in 1916 at his school in Bury and has done much to develop the organization of street and industrial savings groups.

Miss E. L. Stubbs, retired teacher, of West Bank Avenue, Mansfield, Notts., who was also awarded the B.E.M. was unable to attend the presentation ceremony, as she is temporarily in America.

## Brussels Congress of Librarians

An international congress of librarians and documentalists is being held in Brussels this month, under the patronage of the Belgian Government and the United Nations Educational, Scientific and Cultural Organization.

Organized by the International Federation of Library Associations, the International Federation of Documentation and the International Association of Music Libraries, the congress has brought together about 800 representatives from upwards of fifty countries.

Under the presidency of M. Pierre Bourgeois, chairman of the International Federation of Library Associations, the purpose of the congress is to co-ordinate and develop techniques towards improvement of international services of Librarianship and documentation.

Cambridge City Training College has been equipped with Dunlopillo mattresses by W. Eaden Lilley and Co. Ltd., of Cambridge.

## MISCELLANY

A Youth Leaders' Conference will be held under the auspices of the Middlesex Education Committee on November 26th, in the Goldsmiths' Hall, Foster Lane, London. Youth Leaders from voluntary and statutory clubs are invited to this Conference when Brigadier Sir John Hunt, C.B.E., D.S.O., will be the principal speaker.

The private collection of Dutch costumes, owned by H.R.H. Princess Wilhelmina, are among others being shown in the Exhibition "Rural Holland" at the Tea Centre, Lower Regent Street, London. There are also specimens from the Open Air Museum at Arnhem. More than forty present-day and historical costumes are on exhibition, most of which can still be seen in certain districts of rural Holland by any tourist who cares to explore beyond Amsterdam and Rotterdam. The Exhibition will be open until the 23rd of this month.

A detailed list of some 1,400 youth organizations, students' associations and similar international youth bodies, "Year-book of Youth Organizations" (35s.), has been published by the Youth Institute of Unesco. The aim of the yearbook is to be of assistance to individuals, youth groups and international authorities interested in youth work by supplying them with information on the general aims and structure of all such organizations active in free youth work. The list is the result of twelve months' research in each of the countries concerned and is the first step in the task undertaken by the Unesco Youth Institute as part of its special service to youth.

The gradual implementation of "equal pay" for Scotland's 23,000 women teachers will begin on September 1st, as a result of Regulations made by the Secretary of State (Teachers' Salaries (Scotland) (Amendments No. 2) Regulations, 1955). The Regulations prescribe the first two of seven annual increases to be paid to women teachers to bring their salaries up to the same level as those of men by 1961. On the basis of the present scales the total annual cost by 1961 will be £2.6 m. Two new salary scales for men teachers of technical subjects who start their teacher training after January 1st, 1956, are also prescribed in the Regulations.

The Royal Sanitary Institute announces that in future it will be known as the Royal Society for the Promotion of Health. The change in title has been approved by her Majesty, the Queen, patron of the institute, and subsequently unanimously adopted at a recent extraordinary general meeting of members from all parts of the country. The official announcement regarding the change says that the word "sanitary" has now become a misnomer as it is no longer associated with health in its true sense. Full members will now use the designation M.R.S.H.

The Science Museum (South Kensington) has just completed a small group of exhibits, relating to linear electron-accelerators, in the Atomic Physics Collection. Recent developments in electronic techniques have enabled electrons to be accelerated to very high speeds without the direct use of correspondingly high voltages. For purely research purposes the cyclic accelerators such as the betatron and synchrotron are perhaps the most outstanding in this field, but for the production of penetrating X-rays for hospital radiography the travelling-wave linear electron-accelerator has great advantages, and is being installed in an increasing number of hospitals in the United Kingdom.





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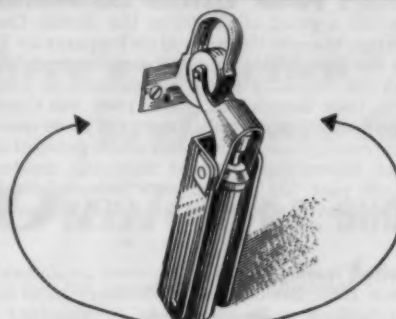
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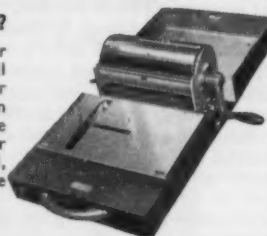
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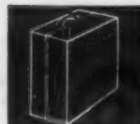


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**The L.C.C.'s Further Education Sub-Committee** have recently made a grant of £2,400 to the British Council of Rehabilitation towards the work of its Preparatory Training Bureau in the year 1955. The Bureau arranges educational courses on the Council's behalf for patients in hospital or confined to their homes and, since 1948, the Council has made an annual grant towards the cost of these courses and administrative expenses. The largest single group of students consists of tuberculous persons receiving treatment at home. Last year 222 courses were provided, each being arranged to meet the patients' individual requirements.

**The Scottish leaving record**—a personal attainment report which, since 1951, has been issued to every pupil leaving a Scottish school—is to be abolished. No standard form of leaving record will be prescribed to take its place. A memorandum to education authorities states that, after consultation with educational bodies concerned, the Secretary of State has reached the conclusion that the present school leaving record, introduced in 1951 for an experimental period of three years, should be discontinued.

**The Executive of the N.U.T.** have appointed Mr. H. J. Tann, headmaster of Lytchett Minster School, Dorset, as a regional official. He will be responsible under the direction of the general secretary of the Union for law, tenure, educational and membership work in the West England area. Mr. Tann was educated at Bristol Grammar School, Weymouth Technical School and Southampton University College.

### Italy and Spain join Teachers' Interchange Scheme

Italy and Spain are now included in the overseas countries with whom arrangements can be made for the interchange of teachers and assistants.

Service in schools abroad has been valuable not only to the teachers themselves, in broadening their experiences and quickening their interest, but also to the schools in this country, which have benefited, in their turn, from the freshened outlook of these teachers on their return.

The Ministry hopes that local education and school authorities will encourage suitable teachers to apply for the opportunities offered in 1956-57. These will include exchanges for one year with teachers in the United States of America and in the self-governing countries of the Commonwealth and it is hoped to arrange interchange teaching posts in France, Germany, Austria and Spain, as well as "assistantships" in France, Germany, Austria, the Saar, Switzerland and Italy. The Ministry is also willing to consider proposals made by individual teachers for appointments in other European countries and to help with the arrangements in suitable cases.

Similar arrangements are announced for the employment of teachers and assistants from the countries listed above in schools in England and Wales, and the Ministry will gladly help authorities with any suitable individual proposal to employ teachers from other European countries.

## FILM STRIP REVIEWS

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**Home Safety, Parts 1-3.**—The subject of Road Safety has been well covered by filmstrips for both primary and secondary scholars, but aspects of home safety have received little attention. It is rather alarming to learn from statistics that of the daily average of forty-five deaths in Great Britain twenty are the results of accidents in the home and that four-fifths of these occur to the under fives and those over 65 years of age. Many accidents, although not involving death, have had serious consequences. How many of us at some time or another have not slid on a mat, knocked ourselves on the out-turned handle of a saucepan, stumbled over some object left on the floor, or slipped on the front path in frosty weather? We perhaps have been fortunate enough to have a laugh over what might easily have taken a serious trend.

The purpose of these strips is to educate young folk and parents in particular into taking precautions to prevent accidents, with special regard for young children whose inquisitive hands are always ready to investigate. The strips have been produced in co-operation with the Royal Society for the Prevention of Accidents who from long experience can advise about those misfortunes which are most prevalent.

Strip 1 deals with the Kitchen and the Yard, stressing the need for occasional overhaul of gas and electric equipment, use of cookers and electric kettles, avoiding scalding accidents (a disastrous menace), preventing falls by over-polishing, using sensible steps to avoid over-reaching, and keeping sharp tools in the proper place. 24 frames. Strip 2 deals with the Living Room and Stairs, emphasising the need for fire guards for grate fires and screening electric fires, care in the plugging in of electric appliances and the proper distribution of flex or cable; good lighting and stairs free from obstruction and the correct way to carry loads upstairs; the avoidance of pinched fingers in drawers and cupboards. 24 frames. Strip 3 deals with the Bedroom and Bathroom, giving motherly advice on the care of baby, particularly with regard to sleeping to avoid possible suffocation, the provision of cots for older children and bars for nursery windows; no portable electric apparatus in the bathroom and the avoidance of wet hands on switches; a safe container for used razor blades and the medicine cupboard out of reach. 29 frames. In all 77 pictures of useful advice and precautions well worth while.

**Television, Part 1—Studio Broadcast.**—An excellent series of photographs taken at the Lime Grove Studios showing the complexity of a studio broadcast. After seeing these we shall perhaps be more tolerant of the familiar notice, "Normal service will be resumed as soon as possible." There are pictures of the Vision Control Room, the Vision Mixer, the Sound Control Room and the Gramophone Operator, and the script indicates how all are linked up by headphones. Behind the scenes we have the make-up department, the scenic erection shop and the property

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room. Next we visit the studio floor with its equipment, with close views of the cameras and their "Dollies." The strip closes with scenes from the transmission of a Children's Broadcast Television Programme. The script does not explain in detail what goes on, but it points out very accurately just what is to be seen in each picture. 30 frames.

**Birth of a Vacuum Flask.**—Produced for Thermos Limited. A strip showing each step in the process of manufacture of the popular Thermos flask. A diagram shows the construction, and subsequent photographs show the various operations; the script explains these quite clearly so that there need be no doubts as to the purpose of each picture. It is good to know something about the manufacture of such a useful article, so equally at home in the kitchen, the hospital, the workman's lunch kit or the picnic basket. 31 frames.

**The world-famous International School** in Geneva, Switzerland, now has a flourishing Esperanto club. Esperanto is taught by a man from "down-under," Ralph L. Harry, Consul General of the Commonwealth of Australia. The Director of the School, M. P. H. Pol-Simon, also speaks Esperanto. The students at the school come from twenty countries and have sixteen different native tongues.

**A series of five vacation courses** for Nigerian teachers of science and craft were held this summer by Mr. J. P. Stephenson, senior physics master at the City of London school. The courses were organized in Lagos and in the Western and Eastern regions by the regional Departments of Education and Mr. Stephenson's visit was sponsored by the British Council.

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## BOOK NOTES

**The English Revolution, 1640**, by Christopher Hill. (Lawrence and Wishart, 3s. 6d. net.)

The purpose and value of a study of history has long exercised the minds of thinkers and philosophers. The answer each person finds for himself must depend largely on the preconceived notions with which he approaches the study. Hence it is not surprising to find the Marxist turning to history in search of instances in which oppressed proletariats have cast off the chains of self-seeking capitalism. In the history of England, the Peasants' Revolt of 1381 provides one such example, the Great Rebellion—or the English Revolution, according to your view-point—might be regarded as providing another. In this Essay the author so regards it.

It would be foolish to dismiss this study as mere Marxist propaganda. It is a serious piece of historical enquiry, carefully documented and well reasoned, and if it reaches the conclusions the author set out to reach, it has much of interest and value to say by the way, nor is a search into the past for keys to some of the problems of the present a bad thing in itself, so long as it is honestly made. Whether or not we can accept in its entirety Mr. Hill's revaluation of these most controversial of periods, his essay is stimulating and thought-provoking.—C.

**Animals in Schools**, by J. P. Volrath. (Universities Federation for Animal Welfare, 10s. net.)

Many of us must have shared the concern expressed here by Mr. Volrath at the discomfort and often downright cruelty inflicted ignorantly or thoughtlessly by children on small animals kept as pets. This excellent little book, issued under the auspices of the U.F.A.W., is designed to give enough information about the animals and birds usually favoured as pets to enable pet-keepers to look after them properly either at school or at home. In fulfilling this primary purpose, however, the book manages to make pet-keeping appear a most absorbing hobby. It is calculated to bring out the love of and interest in animals which is inherent in most children. To be strongly recommended as an immediate addition to the Junior School library. The book would also make an acceptable Christmas present for any child really keen on this instructive hobby.—C.

**Reading for Meaning**, Second Series, Book 2. By G. A. Carr. (University of London Press, 3s. 3d. limp, 4s. 3d. boards, net.)

These books are designed, as the name suggests, to induce children to visualise mentally as they read, so that the meaning is grasped exactly. The extracts have a wide range of interest and are carefully selected to provide plenty of material for searching questions demanding exact reading. Each extract is provided with a picture to aid the visualising process. A few sections of the tests are the ability to read time-tables, telephone directories and printed regulations correctly, and there are a few passages of verse.

**Voice Production in Choral Technique** by Charles Cleal. B.Mus. (Novello, 3s. net.)

The purpose of this manual is to show how the average amateur choir can achieve quality. As the author truly remarks: "Most choirs are neither good nor bad—indeed, to be without obvious faults or weaknesses is often to be called good—; but quality is much more than the absence of faults. It is a positive thing." In a clear, practical



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manner, the author deals with a large number of such problems as posture, breathing, the correct use of the various organs of speech, the production of vowels and consonants, the preparation of copy for performance, the range of voices, the relation of tone to expression. The book concludes with a quotation from William Blake which well reflects the method employed: "General principles are the words of the humbug and the hypocrite; that which is done well is done in minutest particular. These make up the mass of quality."—C.

**The Burgess Books, 1-4**, by C. V. Burgess. (University of London Press, 2s. 6d. each, net. Work Books, 1s. 4d. each, net.)

Only those who teach in the secondary modern schools know how limited can be the degree of literacy even in some of the upper forms of these schools. The problem in English is always to find material for reading and composition suited to the age and interests of these older C-stream pupils and at the same time within their reading and writing ability. In these "Burgess Books"—four short stories, each with an accompanying Work Book—an imaginative effort has been made to meet this need. The stories are of schoolboy and schoolgirl life, and although the vocabulary is simple and the print large, there is no sense of "writing down" to the reader. The least satisfactory feature of this otherwise excellent series is the pictures. The characters bear a lugubrious appearance, in the manner of a Giles cartoon, which may not perhaps commend itself to those who may consider themselves depicted. The Work Books are designed to broaden vocabulary and to encourage reading with intelligence. The users are invited to keep their own mark scores in the various tests and much is done to make the work both realistic and enjoyable.—C.

**Marx and Soviet Reality**, by Daniel Norman. (Batchworth, 2s. 6d.)

The author of this searching enquiry into the contrast between the teachings of Marx and the reality in Russia today opens his study by making the point that in thus identifying Marxism and present Soviet practice the propagandists of the Kremlin are at one with the anti-communists of the West—and both are equally wide of the truth. Having re-stated the Marxist concept of a communist society as contained in the writings of Marx and his immediate followers, the author goes on to examine the origins, development and present position of the Russian Revolution showing how completely those in power have moved away from the tenets of the prophets to whom they still pay lip-service.

Those to whom the Marxist philosophy has its appeal will find much here to ponder over. Those, too, who seek in current affairs the reality behind the outward show of things will find this account worth careful study. A valuable addition to the publishers' useful series of Background Books.—C.

**A.B.C. of Food and Child Feeding**, by F. Le Gros Clark, M.A. (National Society of Children's Nurseries, 1s. 9d.)

This small book may be called a new departure in the teaching of nutrition; it is the expression of a gathering revolt on the part of many eminent experts against the old-fashioned dry-as-dust way of presenting the facts to those who are really interested to know them. It is described as a short introduction for the use of student nurses and others but it has the further merit of being comprehensible as sound sense to any young mother who cares to read it. A foreword has been contributed by Professor J. Yudkin of Queen Elizabeth College, London. In a little benediction that the late Lord Horder prefixed to the publication, he says "No man has done more than these two colleagues of mine to counteract the ill effects of the pundits taking over instruction of the public in the field

of food and nutrition. It was high time that someone took a step back and started again, telling the story simply. This is what, in effect, Mr. Le Gros Clark has done."

**Radio and Television Servicing (1s. 6d.) ; Pharmacy (9d.)**. (H.M. Stationery Office.)

Two new booklets in the Choice of Careers series issued by The Central Youth Employment Executive. The first named will have a strong appeal to boys as it is freely illustrated with excellent photographs of radio and television circuits. Details of opportunities in Airways Corporations and other firms engaged in air transport are described, whilst a reference is made to opportunities in Government Service. Separate sections are devoted to basic training, training in systematic testing, apprenticeship, technical studies and wages and working conditions.

"Pharmacy" is another in the group of booklets dealing with medical auxiliary services and describes the work of Pharmacists in each of the three main branches of the profession—Retail Pharmacy, or "General Practice" as it is sometimes called, Hospital Pharmacy and Industrial Pharmacy.

It indicates the qualities needed for the profession and gives information about the educational qualifications and training required.

**Thorndike School Dictionary**, compiled by E. L. Thorndike. (Univ. of Lond. Press., 5s.)

Designed expressly for children this is a slightly smaller version of the popular "Thorndike Junior Dictionary." It confines itself to the words that children encounter in their reading and need in their writing, and defines them in language that children will understand.

Two appendices contain lists of abbreviations and proper names which the secondary school pupil is likely to meet, while at the foot of each page, for ready reference, is a simplified pronunciation key.

**Organization and Methods in the Smaller Public Authority**, by Raymond Nottage, Director Royal Institute of Public Administration (2s. 6d.). A reprint of an article in *Public Administration*, in which the problems involved in introducing Organization and Methods into local authorities and hospital authorities are examined in detail, and the various solutions which have been adopted or are under discussion are critically analysed.

**Film Appreciation in Youth Clubs**. British Film Institute (1s.) Second edition. The first edition of this booklet was sold out within three months, which may be some indication of the importance placed in this subject by workers in the Youth Service. Although some minor revisions have been made in this edition it is hoped later to issue a more authoritative and comprehensive work.

**The Mothers' Meeting ; Finding the Tickets ; Who will Hold the Giant ; Mr. Sly-one and the Cats**; four short plays for children by Enid Blyton. (Evans Brothers Ltd., 9d. each.)

**Athletics**. (Educational Productions Ltd., 2/-) Another "Know the Game" book which will be found useful in coaching at all stages and invaluable in organizing sporting events. All track and field events are dealt with individually, including sprint and long-distance running, hurdling, steeplechasing, pole-vaulting, etc. The rules governing the particular event are first stated clearly and accurately, and useful hints are then given to the competitor.

**Water in Your Home**. (Educational Productions, 1s. 6d.) This was the first title published by this house in their "Care of the Home" series which has since become popular in many types of schools. The new and revised edition completes 400,000 copies, an indication of its popularity.

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